



**IMPROVING THE STUDENTS' SPEAKING SKILL  
USING VENTRILOQUISM TECHNIQUE WITH PUPPET  
(A Classroom Action Research at Class VII I  
of SMP 4 Kudus in Academic Year 2015/2016)**

**BY:  
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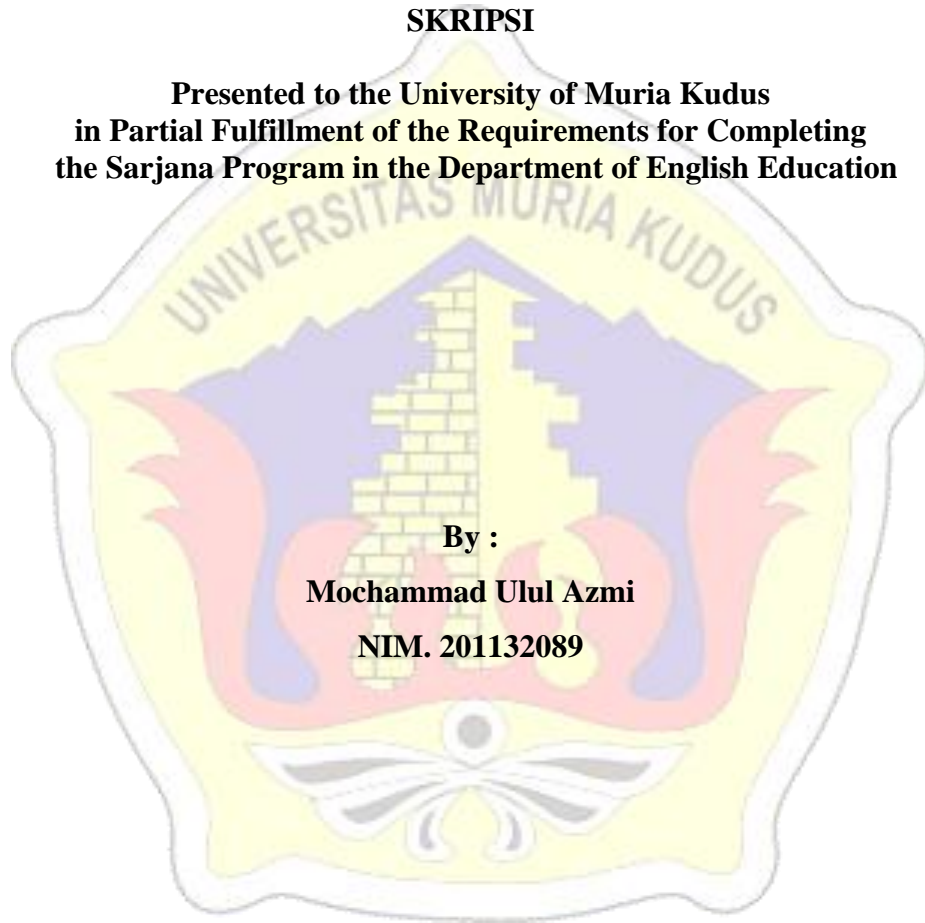
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
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**SKRIPSI**

**Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing  
the Sarjana Program in the Department of English Education**



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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**

## MOTTO AND DEDICATION

### MOTTO:

- *I come from nothing, so I appreciate everything.*
- *If you never try, you will never know.*



### DEDICATION:

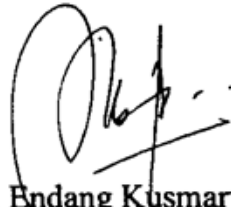
*This skripsi is dedicated to:*

- *The writer's beloved parents.*
- *The writer's family.*
- *The writer's friends.*
- *The people around the writer.*

## ADVISORS' APPROVAL

This is to certify that the Skripsi of Mochammad Ulul Azmi (NIM: 201132089) has been approved by the Skripsi advisors for further approval by the Examining Committee.

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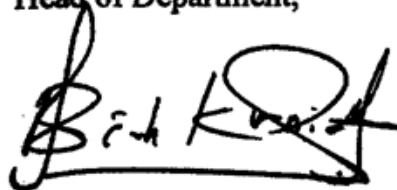
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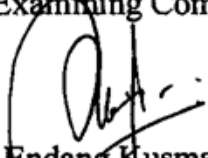


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## EXAMINERS' APPROVAL

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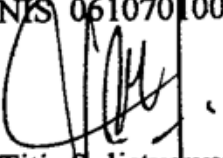
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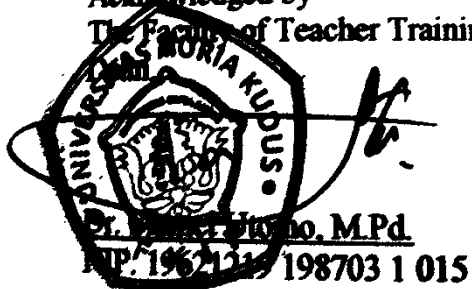
  
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The writer realizes that this skripsi is far from perfectness and has some weaknesses. Therefore, the writer hopes constructive criticisms and suggestions for better condition.

Kudus, December 2015

The Writer

Mochammad Ulul Azmi  
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## ABSTRACT

Azmi, Mochammad Ulul. 2015. *Improving the Students Speaking Skill using Ventriloquism Technique with Puppet (A Classroom Action Research at Class VII I of SMP 4 Kudus in Academic Year 2015/2016)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Farid Noor Romadlon, S.Pd, M.Pd

Key words: Speaking Skill, Ventriloquism Technique with Puppet, Students at Class VII I of SMP 4 Kudus

Nowadays a lot of people use English as a common way to communicate each other, share their ideas and thoughts with people around the world. In Indonesia, learning English is not easy because it is a foreign language. To make situation easier, the English teaching and learning process should be focused on the students' ability to communicate well through spoken and written. The role of a teacher is very important here. Gunawan et al (2010) said that the goal of English teaching is to make students able to communicate well using English. In fact, Indonesian students still get difficulties and often reluctant to speak in English because they are shy and are not confident in expressing themselves in front of other people. The writer found that problem at class VII I of SMP 4 Kudus in the academic year 2015/2016. To solve the problem, the writer used Ventriloquism Technique with Puppet to improve the students speaking skill.

The objective of this research is to describe the implementation of Ventriloquism Technique with Puppet in teaching speaking to the students at class VII I of SMP 4 Kudus in academic year 2015/2016 and to find the improvement of the students' speaking skill at class VII I of SMP 4 Kudus in academic year 2015/2016 after being taught by using Ventriloquism Technique with Puppet.

The design of this research is Classroom Action Research. The research has done in 2 cycles. The writer conducted the research collaboratively with the English teacher of class VII I of SMP 4 Kudus. The instrument of the research is observation checklist and achievement test.

Ventriloquism Technique with Puppet has been implemented at class VII I of SMP 4 Kudus in the academic year 2015/2016. In this research, the teacher could apply the technique in the teaching and learning process. The students also given a chance to use the puppet when they practicing the dialogue and did the test. As the result, the students were more enjoying the class, brave to speak in front of the class, and confident to speak in English.

Before the implementation of the technique, the students' average score in Pre-Cycle was 68.8 and categorized as "Sufficient". After the implementation, the students' average score improved to 74.85 and categorized as "Good". In the Cycle 2, the students' average score was 87.41 and categorized as "Good". The writer concluded that there is an improvement of the students speaking skill after being taught by Ventriloquism Technique with Puppet.

Based on the data above, the writer suggests the teacher to use Ventriloquism Technique with Puppet to teach English, especially for speaking. Then, the teacher should give a motivation to the students to increase their spirit to make them speak in front of the class courageously and confidently. Besides, the teacher should give an opportunity for the students to speak in the class.



## ABSTRAK

Azmi, Mochammad Ulul. 2015. *Meningkatkan Kemampuan Berbicara Siswa menggunakan Teknik Ventriloquism dengan Boneka (Penelitian Tindakan Kelas di Kelas VII I SMP 4 Kudus Tahun Ajaran 2015/2016)*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Farid Noor Romadlon, S.Pd, M.Pd

Key words: Speaking Skill, Ventriloquism Technique with Puppet, Students at Class VII I of SMP 4 Kudus

Sekarang ini, banyak orang menggunakan Bahasa Inggris sebagai cara yang lazim untuk berkomunikasi satu sama lain, berbagi ide-ide and pemikiran dengan orang-orang disekitar dunia. Di Indonesia, pembelajaran Bahasa Inggris tidak mudah karena Bahasa Inggris merupakan bahasa asing. Untuk mempermudah situasi, proses belajar dan mengajar Bahasa Inggris harus dipusatkan pada kemampuan berkomunikasi siswa secara lisan dan tulisan. Disini, peran guru sangatlah penting. Gunawan, dkk (2010) berkata bahwa tujuan dari pengajaran Bahasa Inggris adalah untuk membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris dengan baik. Faktanya, murid-murid di Indonesia masih mengalami kesulitan dan seringkali enggan untuk berbicara dengan Bahasa Inggris karena malu dan tidak percaya diri dalam mengekspresikan diri mereka dihadapan orang lain. Penulis menemukan masalah tersebut di kelas VII I di SMP 4 Kudus pada tahun ajaran 2015/2016. Untuk membantu menyelesaikan masalah tersebut, penulis menggunakan *Ventriloquism Technique with Puppet* untuk meningkatkan kemampuan berbicara siswa.

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan *Ventriloquism Technique with Puppet* dalam pengajaran *Speaking* kepada murid kelas VII I di SMP 4 Kudus pada tahun ajaran 2015/2016 dan untuk menemukan peningkatan kemampuan berbicara siswa di kelas VII I di SMP 4 Kudus pada tahun ajaran 2015/2016 setelah diajar menggunakan *Ventriloquism Technique with Puppet*.

Model dari penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini diselesaikan dalam 2 siklus. Dalam melakukan penelitian ini, penulis bekerja sama dengan guru Bahasa Inggris kelas VII I di SMP 4 Kudus. Instrumen penelitian ini adalah lembar observasi dan tes.

*Ventriloquism Technique with Puppet* telah diterapkan di kelas VII I di SMP 4 Kudus pada tahun ajaran 2015/2016. Dalam penelitian ini, guru dapat menerapkan teknik dalam proses belajar mengajar. Murid-murid juga diberi kesempatan untuk memakai boneka saat latihan berdialog dan saat tes. Alhasil, murid-murid lebih menikmati, berani untuk berbicara di depan kelas, dan berani berbicara menggunakan Bahasa Inggris.

Sebelum penerapan teknik tersebut, nilai rata-rata siswa di pra-siklus adalah 68,8 dan masuk dalam kategori "*Sufficient*". Setelah penerapan teknik tersebut,

nilai rata-rata siswa pada siklus 1 meningkat menjadi 74,85 dan masuk dalam kategori “Good”. Di siklus 2, nilai rata-rata siswa adalah 87,41 dan masuk dalam kategori “Good”. Penulis menyimpulkan bahwa ada peningkatan kemampuan berbicara siswa setelah diajar menggunakan *Ventriloquism Technique with Puppet*.

Berdasarkan data diatas, penulis member saran kepada guru untuk menggunakan *Ventriloquism Technique with Puppet* untuk mengajar Bahasa Inggris, khususnya *Speaking*. Kemudian, guru harus memberi motivasi kepada para siswa untuk meningkatkan semangat mereka agar mereka berani dan percaya diri berbicara di depan kelas. Selain itu, guru harus memberi kesempatan kepada siswa untuk berbicara di dalam kelas.



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